



**INTERNATIONAL
SCHOOL LAREN**



School Directory 2020-2021
Curious. Committed. Creative

Curious. Committed. Creative

International School Laren is a new school in The Netherlands, located in a beautiful environment in 't Gooi, close to Hilversum. The IS Laren can make use of Laar & Berg's facilities such as two gyms, sports fields, an art campus, a music room, a design room, five science labs, a media center and the L&B canteen.

The IS Laren focuses on the modern, sometimes transient, student whose needs are varied. Students will find a community that welcomes them, breeds respect and warmth, and encourages them to be self-disciplined.

We place emphasis on the student thinking globally and acting locally. Our teaching and learning encourages and challenges students to become curious, committed and creative people who make a positive difference in the world.



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Welcome

Laren, September 2020

Dear parents/guardians and students,

At the International School Laren (ISL) we strive to educate our international students to become global oriented, confident, life-long learners, with respect and care for oneself and others. Making a positive difference in the world.

With this mission in mind and with the support from you and the whole staff, the IS Laren is now this caring, nurturing, international community where every child is constantly being challenged to develop to his or her fullest potential.

This school directory contains useful information about our mission, curriculum and procedures at the IS Laren.

I wish all our students and parents/caregivers a successful and inspiring school year.

On behalf of the ISL-team,

Ms. Gabriëlla Mohrmann
Head of the International School Laren



School Details

School Address

International School Laren
Langsakker 4 1251 GB Laren
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E-mail: info@islaren.nl
Internet: www.islaren.nl

Payment Details

Rabobank Utrecht
P.O. Box 700, 1200 AS Hilversum
Bank account: 14.54.85.978
IBAN: NL33 RABO0145485978
BIC: RABONL2U

The International School Laren 'Laar & Berg', is one of seven independently operating secondary schools supported by the 'Verenigde Scholen J.A. Alberdingk Thijm'. The seven schools are the International School Laren (IBMYP), Laar & Berg (atheneum, havo, IBMYP), Groot Goylant (vmbo), Alberdingk Thijm mavo, the St Aloysius College (mavo/havo), the International School Hilversum 'Alberdingk Thijm' (IBPYP, IBMYP, IBDP and bilingual IBMYP (vwo)) and Alberdingk Thijm College (gymnasium, atheneum, havo).

According to the Dutch legislation, the International School of Laren is regulated by the Ministry of Education of the Netherlands. IS Laren is accredited by the International Baccalaureate Organisation (IB) and a member of the Dutch International Secondary School (DISS) As such we are inspected by all of these bodies and are required by their laws to meet the high standards they set.

International School staff information

Head of school

Ms. Gabriëlla Mohrmanm

035-5395422

g.mohrmann@atscholen.nl

Teachers	Subject	Email
Mr H.J. Ebbers	Science	h.ebbers@atscholen.nl
Mr T. Grant	Design	t.grant@atscholen.nl
Mr I. Iliev	Music	i.ilev@atscholen.nl
Ms C. Moenen	Performing Arts	c.moenen@atscholen.nl
Ms D. Murphy	Social Studies	d.murphy@atscholen.nl
Mr D. Nunn	Maths	d.nunn@atscholen.nl
Mr van Rhyn	Design	t.vanrhyn@atscholen.nl
Ms L. van Starrenburg	PHE	l.vanstarrenburg@atscholen.nl
Ms V. van Thessen	English	v.vanthessen@atschoeln.nl
Ms G. Topoglu	Spanish	g.topoglu@atscholen.nl
Ms A. Verrmeulen	Dutch	a.vermeulen@atscholen.nl
Ms Y. Zhao	Science	y.zhao@atscholen.nl

Mission Statement

International School Laren

Mission

Curious. Committed. Creative.

Vision

Educating the whole child in order to produce confident, global citizens with a love of learning and a sensitivity for others, empowering the students to succeed in a changing world.

Values

All students, staff and parents at the IS Laren are committed to ensuring that IS Laren is a school community where key values are fundamental to its identity and purpose. These values are as follows:

- A safe, caring and respectful environment for all with a drive for solidarity and community;
- An international school where diversity and open-mindedness is valued as a benefit to all;
- Students are challenged through a variety of means, actively seeking ways to innovate and explore creative, real-life solutions, becoming life-long learners;
- Students are critical and creative thinkers and responsible world citizens
- Personal development is nurtured with a pedagogically sound approach where equal importance is placed upon the individual needs of students as well as collective needs.



The IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



IB learners strive to be

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Courageous

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Curriculum Information

IB World Schools share a common philosophy: a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.

For further information about the IB and its programmes, visit www.ibo.org

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Middle Years Programme

Introduction

In the programme model for the MYP the student is placed at the centre, represented by the IB learner profile.



The first innermost ring describes the features of the programme that help students develop disciplinary and interdisciplinary understanding:

Approaches to learning (ATL)— demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning.

Approaches to teaching— emphasizing MYP pedagogy, including collaborative learning through inquiry.

Concepts— highlighting a concept-driven curriculum.

Global contexts— teaching and learning in the MYP involves understanding concepts in context.

The MYP identifies six global contexts for teaching and learning.

- Identities and relationships
- Personal and cultural expression
- Globalization and sustainability
- Scientific and technical innovation
- Orientation in space and time
- Fairness and development

The second ring describes some important outcomes of the programme:

Inquiry-based learning may result in student-initiated action, which may involve service within the community

The MYP culminates in the personal project for students in MYP 5

The third ring describes the MYP's broad and balanced curriculum:

The MYP organizes teaching and learning through eight subject groups: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts, Physical and Health Education and Design.

In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, history or geography within the individuals and societies subject group; biology, chemistry or physics within the sciences subject group.

The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.

The Course

The IBMYP offers a curriculum framework that allows individual schools to make certain choices as long as the school provides a balanced curriculum that will equip young people for effective participation in the modern world. At the International School Laren student's study each of the eight subject areas:

Language and Literature: this is the student's best language. The school offers English and Dutch as language and literature.

Language Acquisition: as additional modern languages the school offers Spanish and Dutch. In following with IB philosophy we encourage students to stay in touch with their home language.

Individuals and Societies: the school teaches humanities which integrates history and geography.

Sciences: biology, chemistry and physics are taught as an integrated subject

Mathematics: all students take mathematics. From grade 9 onwards students can get selected for mathematics extended level

Arts: the school teaches performing arts and music

Physical and Health education: all students take physical and health education; the programme focuses on the development of motor skills, cooperation and a healthy life style.

Design: all students study a mixed design course.

In their final year of the MYP all students complete their Person Project, an independent piece of work that is intended to be the culmination of the student's sustained involvement with the programme's holistic approach

MYP Assessment

Student assessment within the MYP consists of two types, each with a specific function

- Formative assessment is used to judge periodically the progress and efforts of studies and to see to what extent the objectives have been achieved.
- Summative assessment takes place at the end of the programme and shows the final achievement of the individual student in relation to the specific objectives.

MYP assessment, whether formative or summative is carried out using assessment criteria established by the International Baccalaureate. More detailed information regarding MYP assessment is available in the assessment information booklet, which is made available online each year.

Service as Action

A key component of the MYP is Service and Action. It involves an 'Action' element where students look to acquire a number of service activities for (voluntary) work completed in various local and national communities.

Students are encouraged to discover their own avenues for such work but will be guided by their teachers.

Admission to the Diploma Programme (starting in grade 11, 2022)



At the end of the MYP, students can apply for entrance to the Diploma Programme. Based on their academic results and proven ambition in the MYP, the school will decide on admission to the Diploma Programme and help the student to choose a subject package that support his or her career perspective.

The IB Diploma Programme is designed for students aged between 16 and 19. It is a unique curriculum, not based on the pattern of a single country, but is a deliberate compromise between the specialisation required in some national systems and the breadth of learning preferred in others.

In achieving this, students who successfully complete the IB Diploma Programme demonstrate a strong commitment to learning, both in terms of their mastering of a range of subjects and in their development of skills and disciplines necessary for success in our competitive, global world.

The IB Diploma allows entry to universities around the world. In recent years, students from our sister school, the International School Hilversum, have been offered places at such respected universities as Oxford, Cambridge, Imperial College London, Warwick and Durham Universities in the United Kingdom.

IB Diploma students also have access to top North American universities such as Harvard and Yale. Some US universities offer advanced credit for IB Diploma students on certain courses. All leading universities in Europe recognise the IB Diploma.

Diploma candidates are required to select six subjects from a broad spectrum of learning incorporating the humanities and sciences.

Starting in 2022, the school will offer the following subject options within the IB Diploma Programme:

Subject options in the diploma programme

Studies in language and literature

English Language and Literature

or

Dutch Language and Literature

or

Mother tongue language

or

a combination of the two languages above

Language acquisition

Dutch

Individuals and societies

Global Politics

or

Economics

Sciences

Biology

or

Chemistry

or

Physics

Mathematics

Analysis & Approaches

or

Application & Interpretation

The arts

Film

or

Music

Descriptions of special functions

Bullying counsellor

Acts as a mediator when conflict situations between students arises and when the mentor feels additional support is needed.

Class mentor

Responsible for providing study, motivation and behavioral guidance to a specific group of individual students in grades 6-10. Helping with personal or school related problems; communicating school information to students; checking and monitoring reports; liaising between home and school in educational issues as the first point of contact when problems arise.

Class Representatives

Class representative are elected by their class-mates. They bring issues and suggestions their class might have to the head of school. They are the students' change to speak out and achieve something of which they are proud.





Diploma Programme Coordinator

Responsible for developing the understanding and curriculum of the Diploma programme.

Inclusion Coordinator

The special learning needs coordinator oversees the delivery of special educational needs throughout the continuum between the relevant parties.

Middle Years Programme Coordinator

Responsible for the day to day delivery of the Middle Year Programme, developing an understanding of MYP ethos and the requirements of teachers and students within the school; guiding and monitoring progress towards the MYP goals; liaison with local and international agencies, in particular the IB. Guiding and monitoring course selection and progress towards the successful completion of the IBMYP and IBDP programmes.



Parents Teacher Association

Together with the PTA-chair Simon Smallbone (06 29 20 21 25, simonsmallbone3@hotmail.com) a number of parents are involved in the International School Laren through the Parent Teacher Association (PTA)

The goals are:

- To represent the interest of students at the ISH and those of their parents.
- To promote contact between parents.

PTA reaches these goals by:

- Maintaining contact with the school management, in order to express the wishes of their members.
- Organising meetings for parents
- Funds raised by the PTA either by annual parent contributions or through fund raising activities should be spent on expenditures considered appropriate by the PTA. They should benefit the IS Laren community.

Service and Action Coordinator

Responsible for establishing the Service and Acting ethos in the school; organizing and monitoring the programme according to IB guidelines' devising and supervising the record-keeping procedures.

Student counsellor

The student counsellor is responsible for guiding students whose school careers are affected by out of school or personal problems. Students are referred to the student counsellor by the Deputy Head after consultation with the mentor. If necessary, the counsellor will ensure contact is made with external organizations, such as the GGD (Regional Municipal Health Service), the Bureau Jeugdzorg (Youth Care Office), the Regionaal Bureau Leerlingzaken (Regional Youth Care Office) and the School Doctor. The counsellor conducts regular multidisciplinary student meetings with these external organizations. Parents will be informed if these meetings indicate that additional (external) contact is required.

General Behaviour

Behaviour Expectations

In general, the school rules are simple. Students are expected to behave in a sensible and reasonable way, taking care to consider others in their actions in accordance with the aims of the school as an international community. They should neither use physical violence nor intimidate anyone physically or mentally for any reason. They should not steal and should strive to be honest both in their academic work and in general. Students should familiarize themselves with the IB Learner profile and strive to meet the goals laid down in that document.

All behavioural expectations are in effect during school excursions and exchanges.

Consequences will be followed up as for a normal school day. Any concerns about a students' behaviour should be discussed with the mentor who will decide on the sanction. Students, staff and parents/guardians work together to support these expectations

Student Charter

The Student Charter sets out the rights and duties of the student. The Student Charter applies in and around the school buildings during school time, and outside of school time during school-related events, including all out-of-school activities. The Student Charter applies to students, parents and staff. A copy of the student charter can be found in the parent's section of the school website and is available to students online.

Students are expected to

- Strive to meet the ideals of the Learner Profile
- Arrive for school on time and attend all lessons punctually.
- Hand in all homework (including summative and formative) on the deadline published on ManageBac.
- Be present and prepared for all timed-summative assessments.
- Adhere to the Academic Honesty policy of the school.

- Adhere to ICT protocol and look after their laptop at all times.
- Bring to school the textbooks and exercise books required each day.
- Wear appropriate clothing.
-
- **In the class rooms**
- There will be no eating (chewing gum included) or drinking (water bottles excluded)
- No student wears a hoodie or hat
- Are the bags on the floor or in the locker
- Are the phones in the lockers

During the breaks

- Students can go outside, to the hall, aula, mediatheek or wintertuin
- They will not stay in their class rooms, hallway or staircases
- Students can not leave the school premises

In case of absence of a teacher

- daily changes in the time table will be communicated via Magister
- in case a teacher is late, the class representative will contact the service desk



Mobile devices

- For safety and social reasons, students should not use their mobile devices during school time. They should be on silent mode in the student's locker.

Social media

- When students display inappropriate behaviour on social media the student(s) in question will be spoken to on an individual basis. School Management will deal with statements by students on social media, which are harmful to the school's image, accordingly. All cases of cyberbullying will be dealt with according to the anti-bullying protocol.

Bullying Protocol

- The anti-bullying protocol is available on our website.
- Arriving late
- A student who arrives late for class for any period must report to the services desk. The student will be given a class entry permit (blue or red card) so that s/he can immediately join the class. All late arrivals will be registered and students who are late more than three times in one term will be required to attend a detention. If a student is habitually late, and no improvement takes place, parents will be asked to explain and the authorities may be informed.

Academic information

Homework Policy

The subject teacher sets work and deadlines, marks and records homework as appropriate. Each teacher has initial responsibility for following up missing work. Repeated problems are discussed with the class mentor who may refer this to parents and/or Head of the IS Laren for further action.

Student Charter

The Student Charter sets out the rights and duties of the student. The Student Charter applies in and around the school buildings during school time, and outside of school time during school-related events, including all out-of-school activities. The Student Charter applies to students, parents and staff

Academic Honesty

Students at the International School Laren are encouraged to act as critical independent thinkers and to develop their own opinions and ideas. They are also expected to conform to high standards of conduct. This "Statement on Student Academic Integrity" has been formally approved by the School's faculty and is intended to provide guidelines on academic behaviour, which is generally accepted throughout the world.

Academic honesty and integrity is violated if:

1. Students turn in work, which they claim as their own when in fact they have received significant outside help. When a student presents work with his or her name on it, they are in effect stating that the work is theirs and is a statement of their individual achievement. Examples of outside help may be in the form of copying, directly paraphrasing or using the ideas from another source, (for example out of a book) without clearly referring to the origins of those ideas.
2. Students use the results of another person's work (homework, computer codes, lab reports etc.) and represent it as their own, regardless of the circumstances
3. Students wilfully damage the efforts of other students.

4. Students collaborate with other students who are planning to break any of the guidelines above. A clear example of this would be allowing another student to copy one's work.
5. Students turn in work which is represented as a cooperative effort when in fact they did not contribute their fair share of the effort.
6. Students do not use proper methods of documentation. For example, a piece of work should:
 - Place borrowed information in quotation marks;
 - Acknowledge material that is abstracted, paraphrased or summarised; citing the source of such material by listing the author, title of work, publication and page reference.
 - Currently the school uses the MLA system of referencing and teachers are encouraged to adopt this method and promote a standardization of referencing throughout the school.
7. Students re-cycle their own work whilst claiming it to be newly created.
8. Any violation of this policy will be punished at the discretion of the school management. Clear and/or repeated cases of a violation of academic honesty could result in the forfeiture of a student's academic qualifications or the exclusion of a student from external examinations leading to such an academic qualification.



Academic Achievements: Grade Descriptions

Assessment is carried out according to IB assessment criteria. All overall academic grades are on a 1-7 scale. Please refer to the table below for a description of each grade level.

Grade 1 (1–5)

Reduces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Grade 2 (6–9)

Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.



Grade 3 (10–14)

Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom.

Grade 4 (15–18)

Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.

Grade 5 (19–23)

Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.

Grade 6 (24–27)

Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.

Grade 7 (28–32)

Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

The school report grades will reflect pieces of work moderated strictly to IB assessment criteria, as well as formative school-based assessment pieces. The weighting of the grade varies according to subject area and year level. A balance must always be made between normal student expectations appropriate for each level, and the final IB outcomes.

Reports and conferences:

Progress report I	2 November 2020
Student led conferences	Week of 9 November 2020
Report I	5 February 2021
Subject teacher conferences	Week of 10 February
Progress report II	15 April 2021
Student led conferences	Week of 20 April 2021
Report 2	7 July 2021



Official Complaints Procedure

Disclaimer: This document is a translation; no legal rights can be derived from it as it is intended for informational purposes only. Please refer to the original Dutch document for the specific contents and scope of the Complain Procedure for Secondary Education.

Complaint procedure for Secondary Education

Where people work, concerns or disagreements can arise. Naturally, we try to limit their occurrence to a minimum; nevertheless, it may happen that pupils or their parents/guardians would like to raise a complaint stemming from an error, a particular incident or a response from our side. Complaints may concern, for instance, the supervision of students, the application of punitive measures, students' assessment, sexual harassment, discriminatory, aggressive or violent behaviour.

Preferably, a complaint should be initially discussed at the stage where it had first occurred. In most cases this will mean a teacher. Naturally, students can always turn to their mentor as well. If this consultation does not lead to a solution of the problem, then the complaint can be discussed with a member of the school management.

If a solution to the complaint cannot be attained at the school-level, the complaining party can be advised to contact the confidential counsellor of the foundation, Mr J.B. van Luit or Mrs. M Schulte, by writing a letter to the following address: Vertrouwenspersoon Verenigde Scholen J.A. Alberdingk Thijm, Postbus 700, 1200 AL Hilversum, or an e-mail to: vertrouwenspersoon@atscholen.nl. Should the nature of the complaint so require, the complaining party may also choose to contact the confidential counselor directly. The counselor's task is to ensure that complaints filed by students and/or parents/guardians are handled in a careful manner. The counsellor will investigate whether the matter should be followed up by filing a (written) complaint with the Board or the complaints committee. He may attempt to mediate the issue in order to find a solution and, if desired, will supervise the complainant throughout the further procedure. The counsellor is obliged to maintain complete confidentiality in all matters which

are brought to him in this capacity. Anonymous complaints will not be taken into consideration.

The official complaints procedure ('Klachtenregeling Verenigde Scholen J.A. Alberdingk Thijm VO') is made available for inspection at school. A copy of the complaints procedure can also be obtained from there.

The plan below presents the steps which stipulate the preferred approach towards handling of a complaint in order to ensure that it will be resolved as prudently and efficiently as possible.

Step 1

The student or parent/guardian, hereafter "the complainant", discusses his complaint, if possible, with the person against whom the complaint is made, hereinafter "the respondent". The complaint will be considered resolved if the complainant is satisfied, if not, follow step 2.

Step 2

The complainant discusses his complaint with (a member of) the school management. The complaint will be considered resolved if the complainant is satisfied, if not, follow step 3.

Step 3

The complainant brings the complaint to the attention of the confidential counsellor via the school management. He verifies whether the complaint can be resolved by means of mediation, or whether there are grounds for filing the complaint with the Board (step 4) or the National Complaints Committee for the Catholic Education (step 5).

Step 4

The complainant should, whether or not assisted by the confidential counsellor, file a complaint with the Board. The Board will take the complaint into consideration. The complaint will be considered resolved if the complainant is satisfied, if not, follow step 5.

Step 5

The complainant should, whether or not assisted by a legal advisor, file a complaint with the National Complaints Committee for Catholic Education. (Address: Postbus 82324, 2508 EH Den Haag; www.geschillencies-klachtencies.nl.) This independent Complaints Committee will investigate the complaint and advise the Board about it. The National Complaints Committee for Catholic Education will issue a recommendation to the competent authority, which consist of the following:

- a. the judgment with respect to the (non-) admissibility of complainant;
- b. the judgment with respect to the grounds for the complaint;
- c. any recommendation regarding measures required to be taken by the competent authority.

Step 6

Within 4 weeks from receiving the opinion of the Complaints Committee the Board will decide upon an appropriate reaction to the advice and notify the complainant along with the respondent, the rector / director of the school concerned and the Complaints Committee in writing.



Attendance

Absence for one or more lessons

Students with a special reason (e.g. doctor, dentist, specialist appointment) for a short absence from school, meaning late arrival, early departure or absence for an hour or two must report to the student services office in advance. Absence for an hour or longer (due to oversleeping etc.) is seen as absence without a valid excuse. For any reason other than medical, for example, driving lessons, permission must be requested.

Students who miss a test due to an absence of one or more hours should contact the teacher concerned as soon as possible, so that arrangements can be made to make up that test. Absence due to a medical/dental appointment is not a valid excuse for not doing homework or a test in a particular subject.

Absence for one or more days

Parents are requested to phone the school between 8.00 - 9.00 am to report the sickness of their child: 035 5395422. A message can be left on voicemail. We recommend you email the mentor.

If the sickness continues parents should update the school on a daily basis. In all cases of illness, students must report to the student services office immediately upon return to school, and hand in a letter from their parents stating the duration of the illness. This must be done before the first teaching period of the day for that student.

In cases of longer absence, parents must request such an absence in advance, by filling out the special leave request form as one can download from the site. As a general rule, students are not permitted to take time off outside official school holidays.

Students who become ill during school hours must go to the student services office. No student should leave the school before the office is informed except in an emergency situation.

In the event of absence from school for a reason not related to illness (e.g. family funeral of a near relative, special family anniversary) parents must request a special leave permission before the event. by filling out the special leave request form as one can download from the site. The school is bound to uphold the rules and guidelines laid down by the Dutch authorities and will report persistent cases of lateness, illness and unexplained absence.

Absence from physical education lessons

- Students who wish to be excused from taking part in a Physical and Health Education lesson should contact their PE teacher before the lesson. If the PE teacher is not informed before the lesson, the absence will be seen as invalid.
- Students not taking part in Physical Education lessons over a longer period of time must inform the Head of the IS Laren of the reasons for this. A medical certificate is required in such cases. PE is an assessed subject with strict attendance requirements.
- Students not attending Physical Education lessons do not have a free period during those lessons, but should attend the lessons unless otherwise instructed



Absence without a valid excuse

- A first offence will be officially noted; students will receive a warning (red card). The student will make up the lost time on a ratio of 2:1 in the school library. The make-up procedure is an official process and must be recorded for inspection. The student is required to organise the make-up with student services
- Repeated absences without a valid excuse will lead to detention, parent inter- view and/or suspension. The authorities will be informed at the appropriate time. Parents and teachers concerned will be informed in such cases. On suspension a student may not attend lessons, but will be given work to do at school while suspended. In serious cases a student may be forbidden to enter the school building during the period of suspension.
- If the student's behaviour does not improve, it will be recommended to the school board that s/he be excluded from the school permanently.
- All IB programmes require that a minimum number of hours will be covered. Attendance will, therefore, be taken into account in confirming satisfactory completion of courses.

House Rules

Mediatheek

The 'Mediatheek' contains the library resources for staff and students. The Mediatheek is open from 8.15 a.m. until 4.15 p.m. daily.

ICT protocol

All students in possession of a school laptop have signed the International School Laren laptop protocol and contract, thereby agreeing to the rules stated

Lockers

Students receive a key for their locker for €10,00 which is a deposit that is returned when the key is handed in. The school reserves the right to control the contents of its lockers.

Leaving policy

A procedure exists which ensures all leaving students are signed off appropriately, all items of school property are returned and fees are levied accordingly. This begins with a formal letter from the parents to the Head of the IS Laren who coordinates this procedure.

Lost and Found

The caretaker collects all the lost and found items. Students can bring or get something they have lost or have found there. Items not claimed after a reasonable period of time will be donated to charity or disposed of.

Excursions and insurance

The school's insurance functions as a top up insurance to the students' individual cover.

Personal property

The school cannot be held responsible for property damaged whilst on the school premises. Any valuables brought on to the school property are done so at the risk of the owner.

School Holidays 2020-2021

Autumn	09.10.20 – 19.10.20
Christmas	18.12.20 – 03.01.21
Spring	20.02.21 – 28.02.21
Easter	01.04.21 – 05.04.21
May	24.04.21 – 09.05.21
Ascension	13.05.21 – 14.05.21
Pentecost	24.05.21
Summer	07.07.21 – 23.08.21

The school cannot permit students to take holidays outside the official school holidays. Attendance records are a legal requirement, which may be assessed by statutory bodies.



Lesson Schedule

Period 1	08.30 - 09.15
Period 2	09.15 - 10.00
Period 3	10.00 - 10.45
Break	10.45 - 11.05
Period 4	11.05 - 11.50
Period 5	11.50 - 12.35
Lunch break	12.35 - 13.00
Period 6	13.00 - 13.45
Period 7	13.45 - 14.30
Break	14.30 - 14.45
Period 8	14.45 - 15.30
Period 9	15.30 - 16.15
Period 10	16.15 - 17.00

The school cannot permit students to take holidays outside the official school holidays. Attendance records are a legal requirement, which may be assessed by statutory bodies.

ISL School Calendar 2020-21

August 2020	February 2021
18 First day of school (half day)	5 Report 1
19 Lessons start	Week 6 parent teacher conferences
30 Parents information Evening	20-28 Spring Holiday
September 2020	March 2021
18 School Pictures	08-15 Test week 2
October 2020	March 2021
5-6 Community Project grade 9, IDU grades 6-7-8	1-5 Easter break
7-8 school trips all students	15 Progress report I
9-19 Autumn Holiday	24 April-9 May Holiday
30 Halloween: dress up optional	
November 2020	May 2021
2 Progress report I	13-14 Ascension break
Week 46 Student Led Conferences	24 Pentecost break
18-25 Test week 1	
December 2020	June 2021
11 Purple Friday	13-14 Ascension break
17 Celebrating Cultures Day	24 Pentecost break
18 December-3 January Christmas Holiday	18-25 Test week 3
January 2021	July 2021
16 Open Day	7 Report II
	8 July - 23 August Summer Holiday



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